

Powerful Procedures for Team Meetings

The Vehicle for Refining RTI Data- Driven Decisions

The Shape of Innovation

***Response to Intervention for Academics and Behavior to Meet
the Needs of All Learners***

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Big Ideas for Team Meetings

1. **PROCESS OF THE MEETING:** Powerful procedures make team meetings work and center on students' needs.
2. **CONTENT OF THE MEETING:** Data-driven decision making and action-planning assures that all students meet goals for achievement.

Opening Reflection

- Think about a teacher that has truly mastered classroom ***routines*** and ***management procedures***.
- What does this teacher do that makes his or her classroom work so well?

The Point

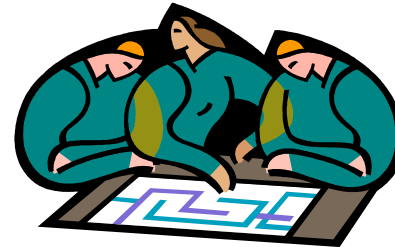
Powerful **TEACHERS** have **HIGH RESPECT** for
the importance of ...
the task at hand
and
the people involved.

Powerful **TEAMS** do too.

The Procedures*

Key Questions to Ask Yourself

1. Focus/Communicating Goals
2. Meeting Structures/Roles
3. Group Process
4. Shared Leadership/Planning
5. Follow-Up
6. Research Base/Professional Development
7. Motivation/Empowerment



**Activity 1: A Self-Assessment is attached on page 2 of your packet. Take a look.*

Activity 1

(page 2 in your packet)

Questions for Consideration	Strategies that Work	Things in Place	Things to Do
FOCUSING/COMMUNICATING GOALS <i>What is our focus?</i> <i>Over time? At each meeting?</i> <i>How do we keep our goals visible?</i>	<i>Mission/Vision</i> <i>Achievement Goals</i> <i>Annual Calendar</i>		
MEETING STRUCTURE/ROLES <i>What predictable procedures organize our work? Who does what?</i>	<i>Meeting agendas</i> <i>Role clarifications</i>		
GROUP PROCESS <i>How do we work together? How do we solve problems? How do we manage time?</i>	<i>Norms of behavior</i> <i>Action planning/problem solving</i> <i>Schedule + time savers</i>		
SHARED LEADERSHIP/PLANNING <i>What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change?</i>	<i>K-3 Action Plan</i> <i>Student data notebooks</i> <i>GLTM and BLT meeting notes</i>		
FOLLOW-UP <i>Who needs to know what to help us meet achievement goals? How can we make that happen?</i>	<i>Meeting notes</i> <i>Curriculum placement</i> <i>Content coverage</i> <i>Tutoring logs</i>		
RESEARCH BASE/ PROFESSIONAL DEVELOPMENT <i>What does research say about what we need to do?</i> <i>What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark?</i>	<i>Articles, protocols for discussion, online sources</i> <i>Access to PD resources, e.g., expert trainers; SBRR programs & intervention materials; best practices for assessment, data analysis, & scheduling</i>		
MOTIVATION/EMPOWERMENT <i>How do we stretch and celebrate? At each meeting?</i> <i>Over time?</i>	<i>Data boards & displays</i> <i>Public celebrations of accomplishment</i> <i>Food and drink</i>		

1. Focus/Communicating Goals

Focus/ Communicating Goals

Meeting
Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

Questions to Consider:

- What is our focus?
 - Over time?
 - At each meeting?
- How do we keep our goals visible?

VISION

The First Step in Focusing

- Revisit the RF vision for your school.
- How can you align this vision with the actions you'll take within your classrooms?
- What can you as a team envision that will drive your work for the school year?

We can make each student in OUR care a successful reader!

ACHIEVEMENT GOALS

Put Your Vision into Action by..

Specific achievement goals provide a detailed map to guide instruction, assessment and learning.

- Setting high expectations for the achievement of your students
- Translating those expectations into specific goals
- Knowing what it takes to reach those goals
- **Sharing responsibility for ALL students at your grade level reaching those goals**

Remember

Great teams
do a *few* things
extremely well!

2. Meeting Structure/Roles

Focus/
Communicating
Goals

Meeting Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

Questions to Consider:

- What predictable procedures organize our work?
- Who does what?
- How can we be sure that the meeting will stick its focus?

Who does what?

Participant Roles*

- Facilitator
- Time Keeper
- Recorder
- Engaged Participant

*Roles can be rotated as the group decides.

*“Take-Aways”
Page 3*

An Agenda is Essential

Focus/
Communicating
Goals

**Meeting
Structure/Roles**

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

- Provides a ***targeted focus*** for the meeting
- ***Communicates*** important information
- ***Ensures*** that all information is covered
- Gives participants an opportunity to come to the meeting ***prepared***

***AGENDAS:* Key Elements That Will Improve Results**

1. Focus on Data
2. Clear Expectations
 - Roles
 - Time
3. Follow-up Strategies
4. Action Steps/Accountability

AGENDAS

1. Focus on Data

Teachers need to know...

- What data to bring to each meeting
- What format for analysis will be used *consistently*
- How they will turn the analysis into program delivery and intervention decisions

AGENDAS

2. Clear Expectations: Roles/Use of Time

Teachers need to know who is responsible for...

- Facilitating
- Recording
- Reporting out
- Taking action

Facilitators need to help the group...

- Stay focused on student achievement
- Stay within your projected timeframes
- Complete priority items
- Realize the urgency of their work together

3. Follow-Up Strategies

Information from your meetings needs to be...

- Recorded
- Shared in a timely way
- Put in the hands of all those who are responsible for the results of your students
- Reviewed over time by you and your principal

4. Action Steps/Accountability

Your meetings need to result in *specific* action steps that tell ...

- Who has *agreed* to do what
- How agreements will be monitored
- How you will know you're successful

- Your action steps need to directly relate to what your student data show.

Powerful Procedures

Getting the Most from Meeting Agendas

Activity 2: REFLECTION (Take Aways p. 4)

LOOK FOR:



- Focus on data
- Follow-up strategies
- Clear expectations: roles & use of time
- Action steps/accountability

Examples (Take Aways pp. 5-8)

- ◆ 30-Minute Schmoker agenda
- ◆ Two 1-Hour Timed Agendas
- ◆ Team Log



Turn and Talk

3. Group Process

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

Questions to Consider:

- How do we work together?
- How do we solve problems?
- How do we manage time?

A Culture of Collaboration

DuFour 2004

- *Powerful collaboration is a **systematic process** in which ...*
 - *Teachers work together to analyze and improve their classroom practice.*
 - *Teachers work in teams engaging in an ongoing cycle of questions that promote deep team learning.*
 - *This process, in turn, leads to higher levels of student achievement.*

Collaborative Conversations

DuFour 2004

- *In collaborative conversations, team members make public what has traditionally been private...*

Goals

Strategies

Results

Materials

Pacing

Questions

*The purpose: Improving instructional practices, both **individually** and **collectively***

Working Together...

NORMS can be useful to you

- **If** they are truly the standards for how you agree to operate while you are in this group.
- **If** they are jointly developed and owned by each team member.
- **If** they are available and used early on by members when standards are not being met.

You have a sample of norms for group meetings in the “Take-Away”
Packet on page 9.



Time Management

TIME

How
do we manage
the little time we have?

Some Ideas for USING TIME

- Common Planning Time
 - Periodic Extended Meeting Times
 - Timed Agendas
 - Use of Written Communication
 - 90% focus on student achievement goals
- 2-minute Whine
 - Regular meeting schedule that fits your needs/circumstances
 - Applying the “bell to bell” rule to your meetings

4. Shared Leadership/Planning

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

**Shared
Leadership/
Planning**

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

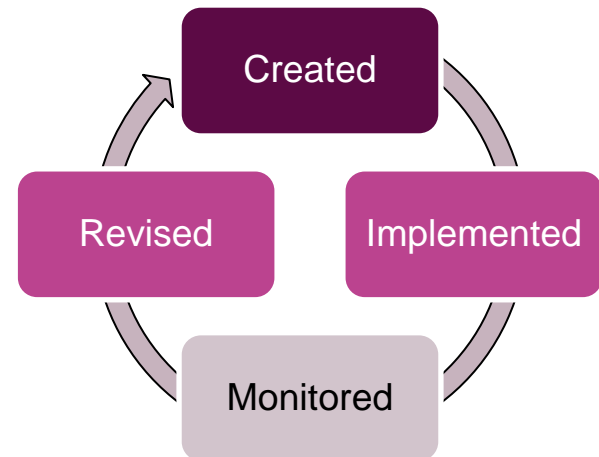
Questions to Consider:

- What are our student achievement goals?
- Are they the stretch we need?
- How are we doing?
- Are our actions getting us where we want to go?
- What needs to change?

Action Planning

Area for Action Plan	New Summer 1	New Mid-Year	Action to Be Taken	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices					
Time/ Coverage/ Mastery and Grouping Practices					
Assessment Practices					
Data Utilization Practices					
Schoolwide Organization and Support					
Professional Development					
Principal and District Leadership					
Reading First Coach					

Are Action Plans being created, implemented, monitored, and revised continuously according to the needs evidenced by the data?



5. Follow-Up

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

Questions to Consider:

- What steps need to be taken?
- Who needs to what to help us meet our student achievement goals?
- How do we make these things happen?

6. Research Base / Professional Development

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

Shared
Leadership/
Planning

Follow-Up

**Research Base/
Professional
Development**

Motivation/
Empowerment

Questions To Consider:

- What does research say about what we need to do?
- What do we need to know to do our jobs better?
- What new skills will help us get our kids to benchmark?

Research is the lens
through which we view our work.

7. Motivation / Empowerment

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

**Motivation/
Empowerment**

Questions to Consider:

- How do we stretch and celebrate?
 - At each meeting?
 - Over time?



*Be sure to celebrate
your school's Reading Success!!*

***Research & common sense point hard to the
supreme importance of continuously recognizing
and celebrating specific, short-term
accomplishments
that bring us closer to our goals.***

Results Now
Schmoker 2006

Mandaree Data Wall





Indian Township Data Wall

Process/Procedures: The Conclusion

Focus/
Communicating
Goals

Meeting
Structure/Roles

Group Process

Shared Leadership/
Planning

Follow-Up

Research Base/
Professional
Development

Motivation/
Empowerment

***“If you put a **good teacher** up
against a weak system, the
system will win every time.”***

(Schmoker 2006)

**We need to develop and maintain the
system in order to bring out the best in
our schools’ teachers...and in our
students.**

Activity 3 (Page 2 of your Take Aways)

Please answer a couple of questions as you review the self-assessment of your collaborative team procedures (page 2 of your Take Aways).

- What things do you have in place?
- What do you need to do - now or sometime during the coming year - to add power to your procedures?



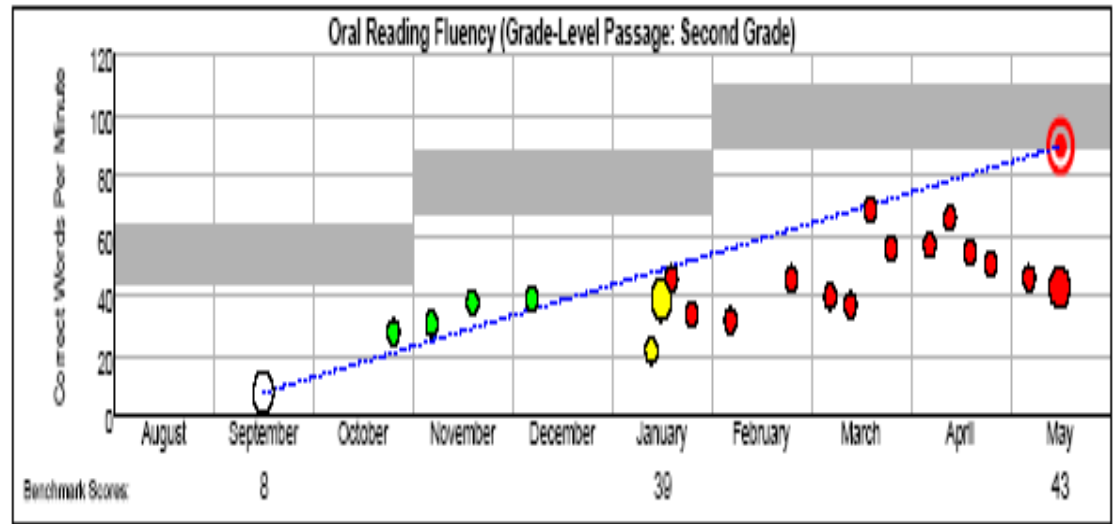
Big Idea 2

Big Ideas:

1. PROCESS: Powerful procedures make team meetings work and center on students' needs.
2. CONTENT: Data-driven decision making and action-planning assures that all students meet goals for achievement.

CONTENT

Data-driven decisions and action-planning



Instructional RTI via Action Planning

*“a safety net that includes quality reading
instruction with robust interventions”
(Torgesen, 2007)*

“If students do not receive high quality initial instruction, and do not have available to them reasonable interventions, if they struggle in the classroom, then far too many students will be judged to have learning disabilities when they are essentially victims of weak instruction.”

(Torgesen, 2007)

RTI-Elementary vs. Secondary

Grades K-3:

- Literacy is focus of instruction
- Early Intervention is critical
- High Risk students need more intensive instruction

Grades 4-12:

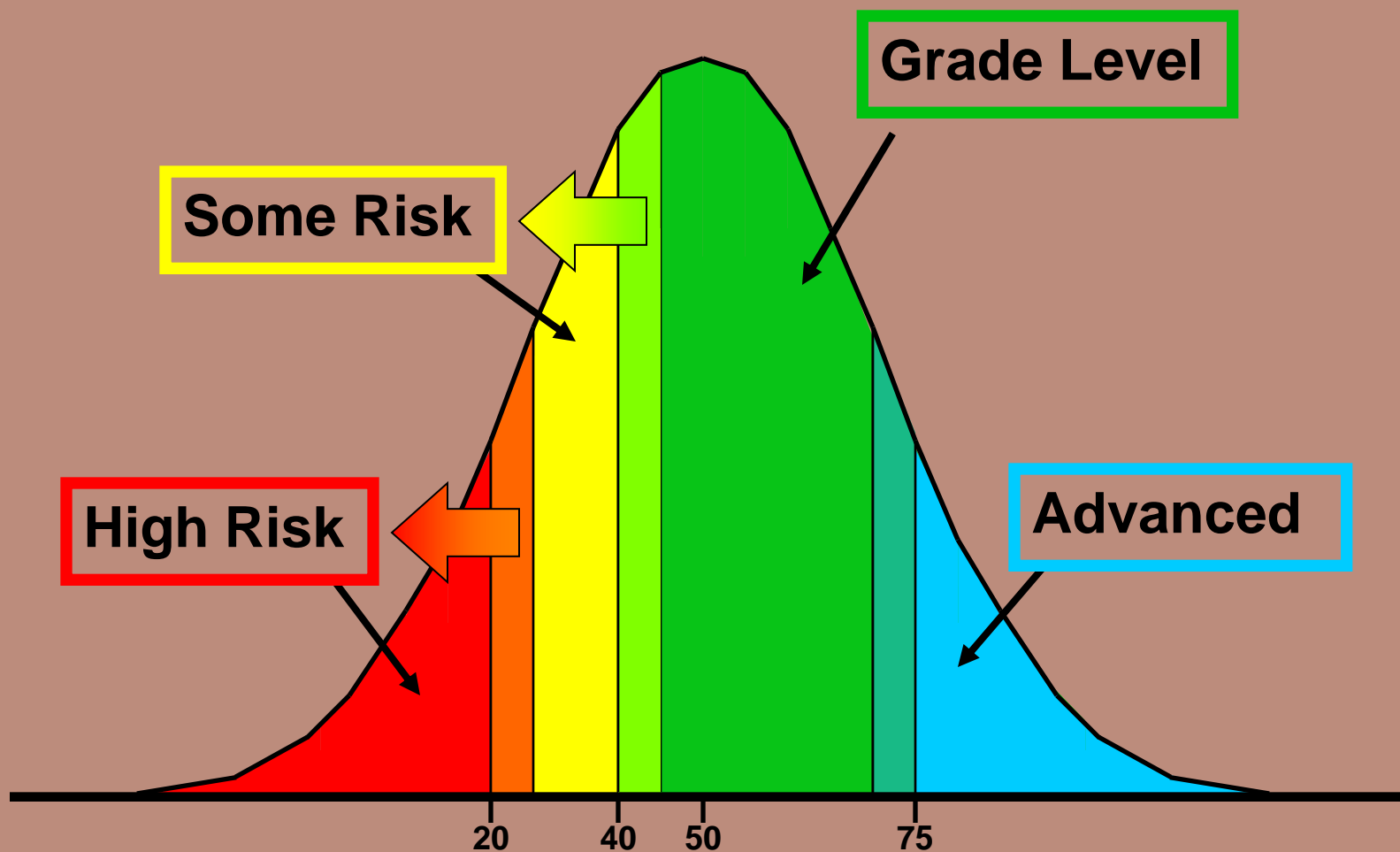
- Regular curriculum focuses less on literacy instruction
- Illiterate students need pullout instruction in literacy

Achievement Goals

Specific achievement goals
provide a detailed map to
guide instruction,
assessment and learning.

- The simple version:
- **GROW THE GREEN** – keep benchmark/proficient students at grade level and move more strategic/near proficient up
- **SHRINK THE RED** – move more intensive/basic and below students to strategic or benchmark

Another way of looking at our overall goal

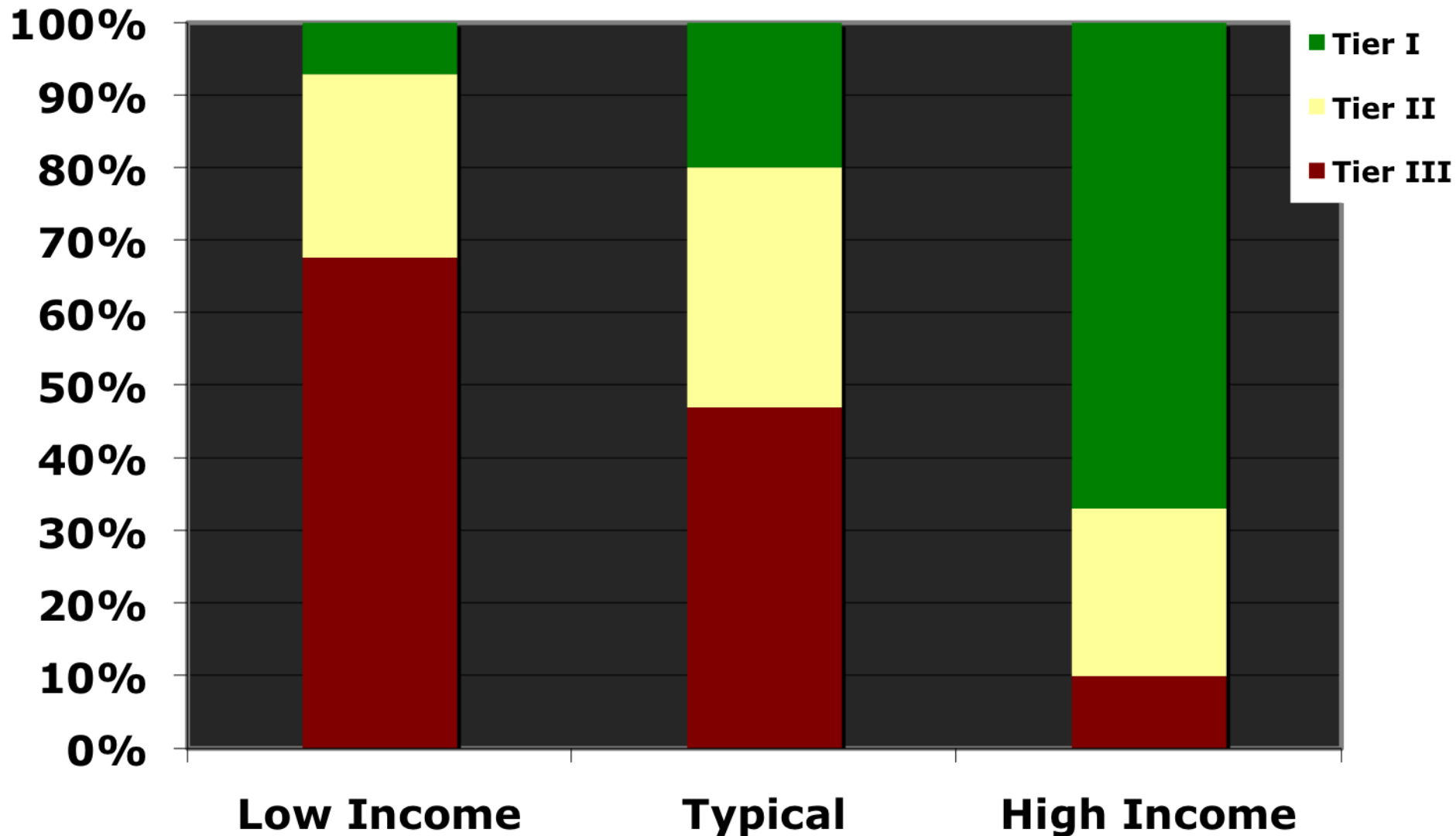


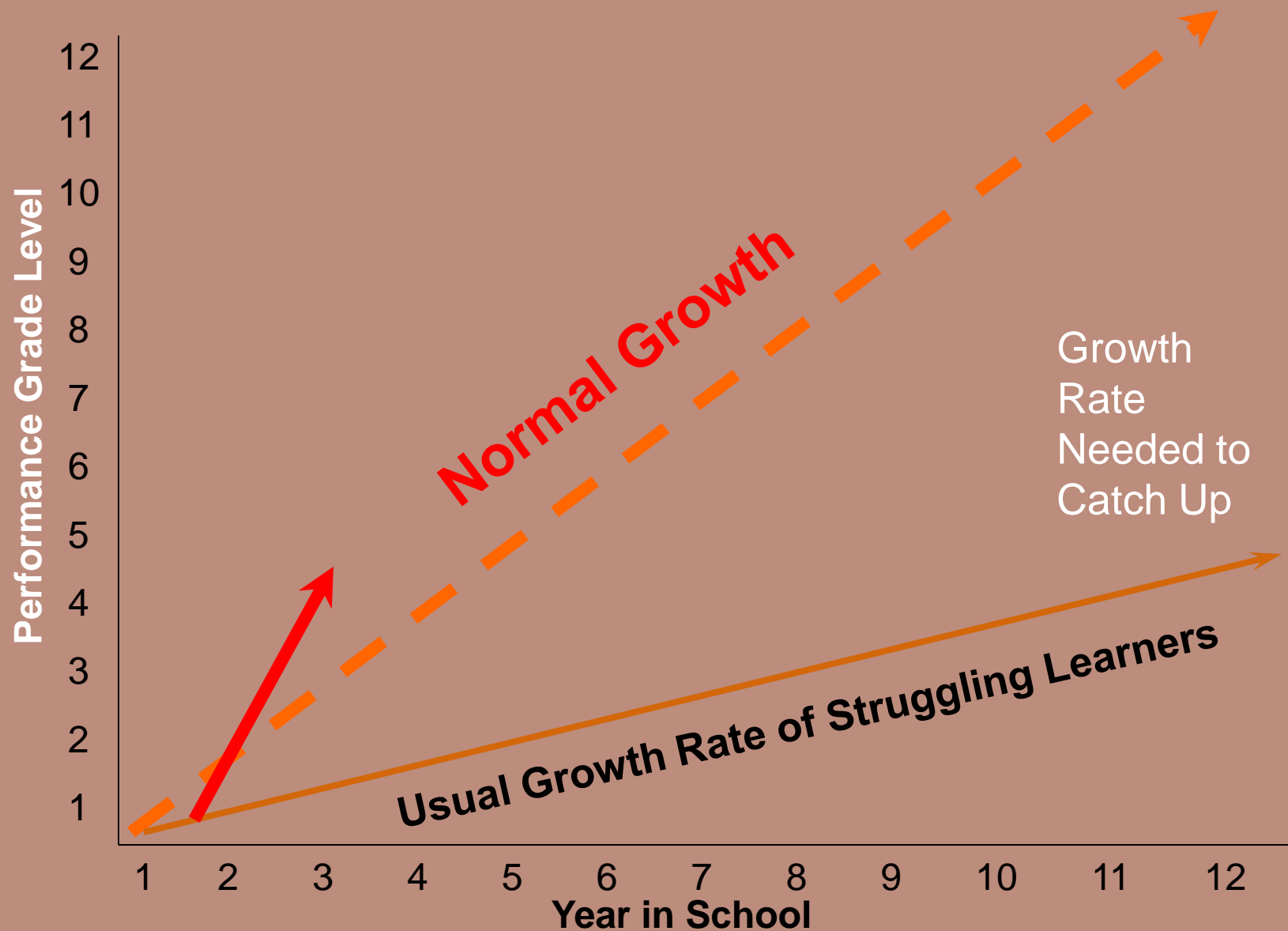
Team Meeting Focus

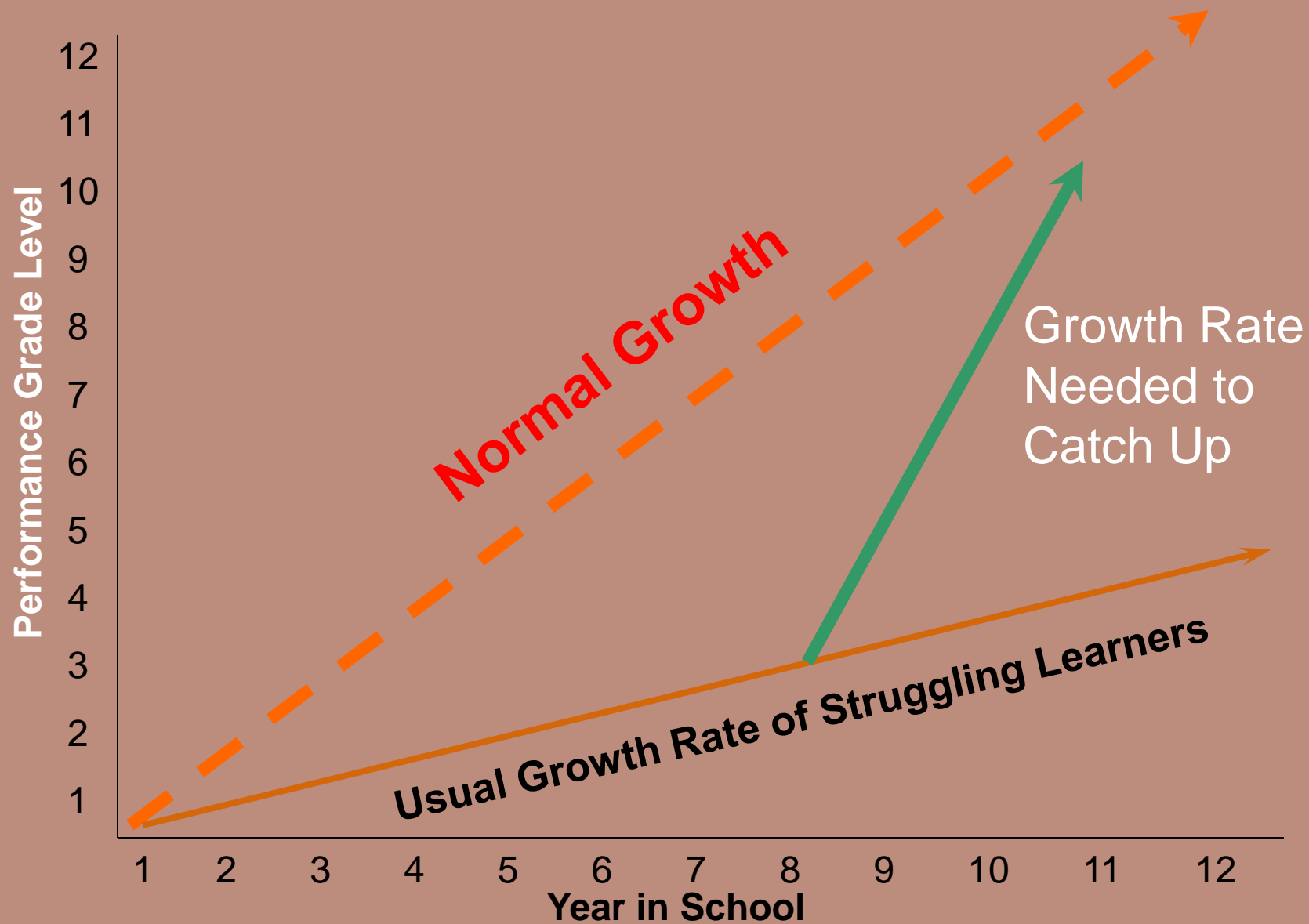
<i>Prior to school</i>	<i>Beginning of year</i>	<i>Throughout fall</i>	<i>Middle of Year</i>	<i>Throughout winter & spring</i>	<i>End of Year</i>
Big Look at Data	1st Benchmark	Progress Monitor High/ Some Risk Students	2nd Benchmark	Progress monitor High/Some Risk Students	3rd Benchmark
Create Action Plan(s)	Refine Grouping	Create Individual & group instructional plan(s)	Refine Action Plan & Grouping	Refine Individual and group instructional plan(s)	Big Look at Data Action Plan for next year

SAME 3 SCHOOLS

**Tier 1 = Advanced and Proficient;
Tier 2 = Basic; Tier 3 = Below Basic**







Conduct Problem Analysis: **Critical Components to Analyze**

- Time/Coverage/Mastery and Grouping Practices
- Materials and Instructional Practices
- Assessment Practices
- Data Utilization Practices
- Professional Development
- School-wide Organization and Support
- School Leadership: Principal
- Literacy Coach

Key Elements to Adjust: Maximize Student Achievement

Time	<p>Increase instructional time</p> <ul style="list-style-type: none"> • Within school day • Outside of school day • Extend school year
Grouping	<p>Change grouping option</p> <ul style="list-style-type: none"> • Change membership • Make group smaller • Group students with similar instructional need
Materials	<p>Adjust Instructional Materials</p> <ul style="list-style-type: none"> • Change placement in program • Add scaffolding to program • Add additional programs (supplemental or intervention) • Change program
Delivery	<p>Change Instructional Delivery*</p> <ul style="list-style-type: none"> • Increase professional development provided to instructor • Change instructor

Time and Grouping

School's schedule allows sufficient time for:

- **Maintaining annual growth for all students**
- **Adding instruction time for those who need to catch up**

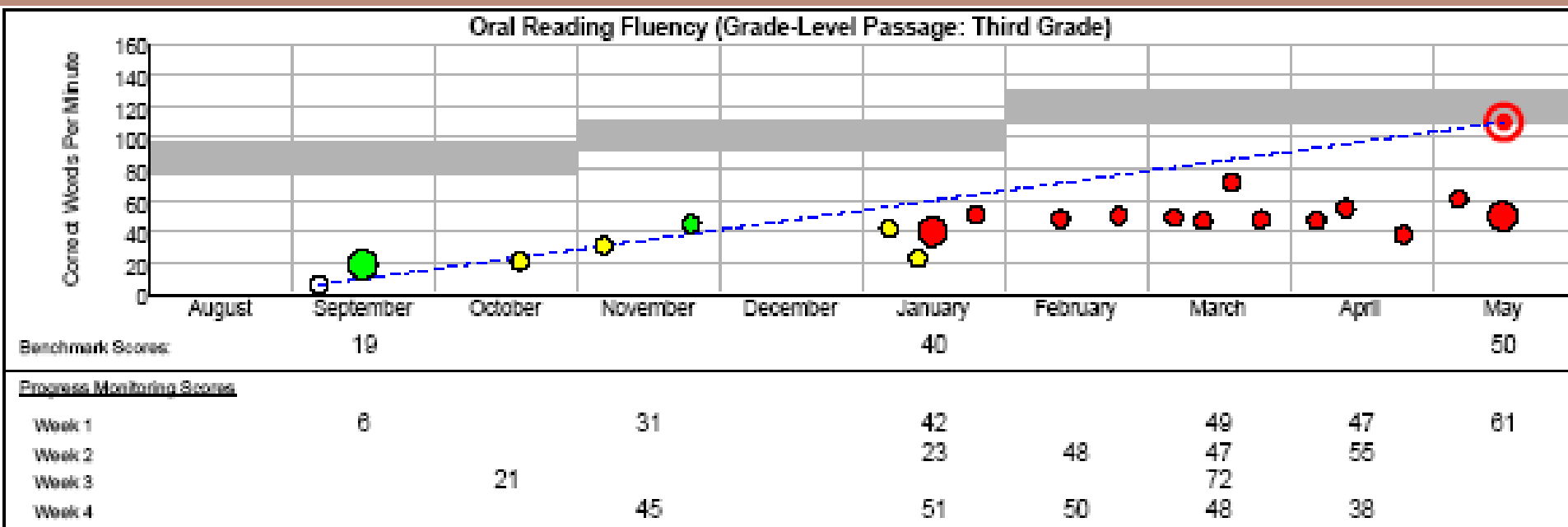
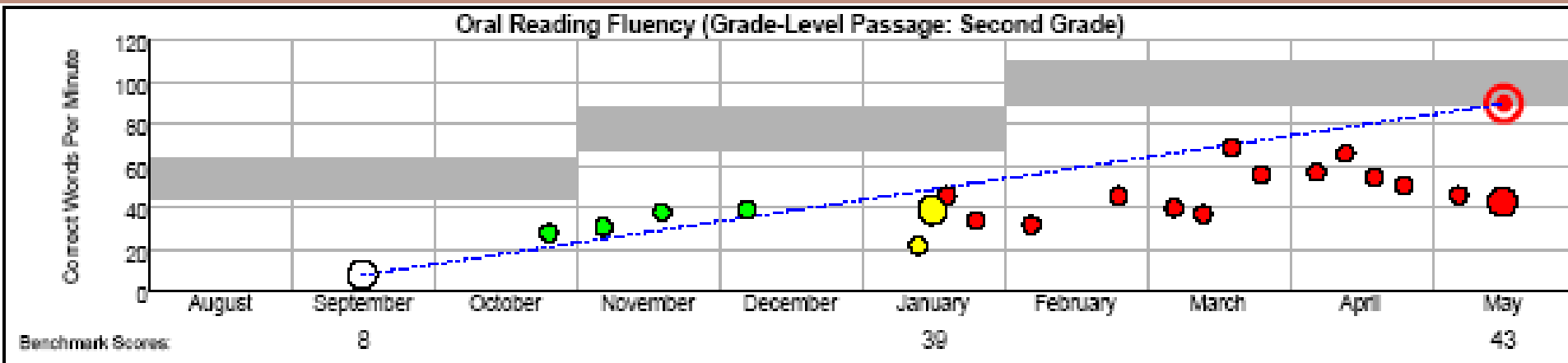
Annual Growth for All Students, Catch-Up Growth For Those
who are Behind Fielding, Kerr, & Rosier (2007)

Time and Grouping

(continued)

- **School is organized so each student can get more time on any element of instruction he or she needs.**
- **School is organized so students can be in groups of sufficient size for their need (i.e., students with more intense needs in smaller groups).**

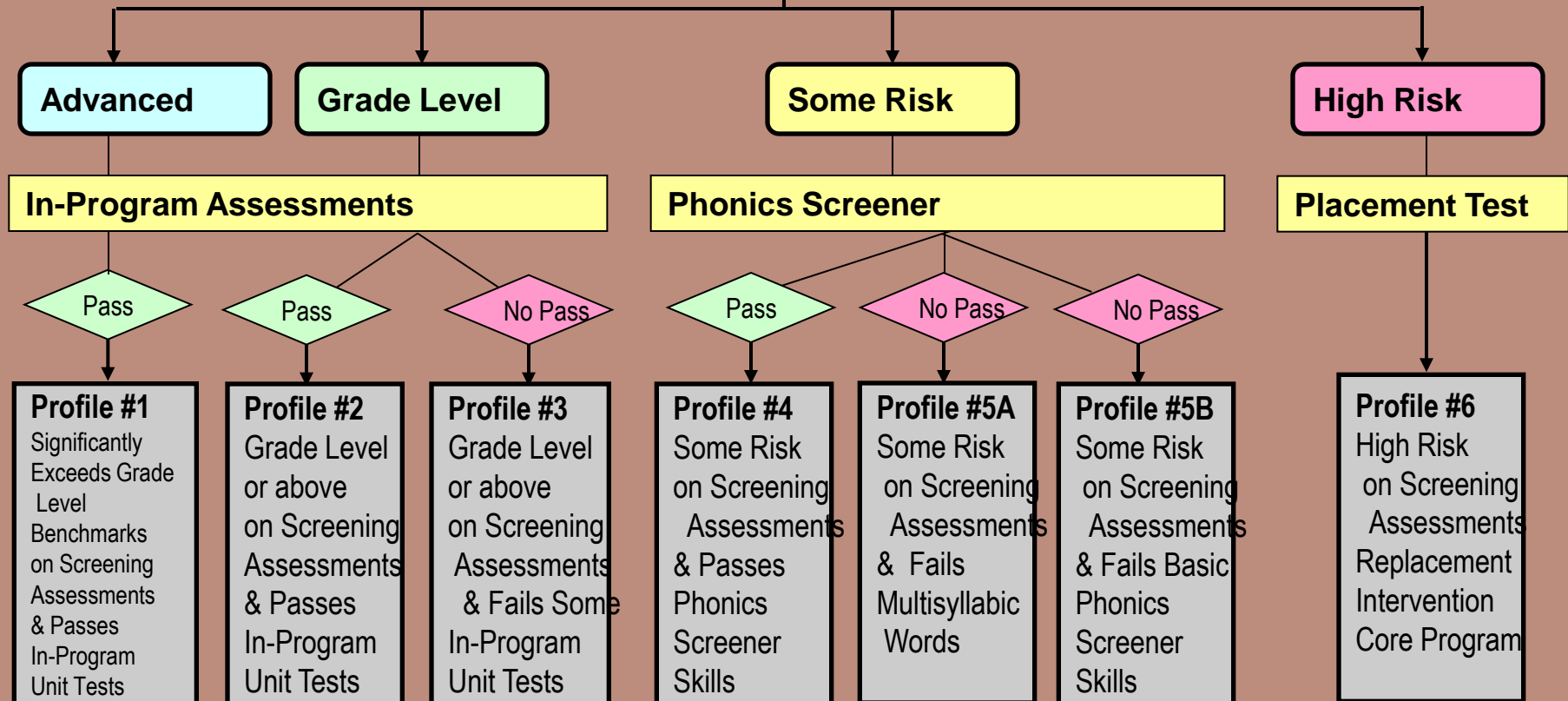
Examples: 2nd and 3rd Grade Students



Overview of K-6 Grouping Framework

Outcome Measures from Previous School Year

Screening Data from Current School Year



ELL/Low Language Profile

Usually needs extra language support & can be in any profile

Instructional Materials

- **Change placement**
- **Add scaffolding**
- **Add additional programs**
- **Change program**

Instructional Delivery

- **Increase professional development provided to the instructor**
- **Change instructor**

Key to Instructional Planning

- IT'S WHAT YOU INSPECT,
- NOT WHAT YOU EXPECT

- Anita Archerism

Data to Bring to Team Meetings*

- Progress Data
 - Idaho Assessment
 - AIMSweb Math
 - Mastery tests or Unit tests

Data to Bring to Team Meetings

- Progress Data
- Attendance Data
 - Number of instructional days missed
 - Number of lessons missed
- Documents
 - Lesson/Unit Progress Chart (LPC)
 - Student work samples

Data to Bring to Team Meetings

- Progress Data
- Attendance Data
- Interruptions to Instruction
 - Number of assemblies in a month
 - Number of days with substitutes
 - Number of late start days
 - Number of early dismissal days
 - Number of days school was cancelled due to weather or other events
- Documents
 - Lesson/Unit Progress Chart (LPC)

Data to Bring to Team Meetings

- Progress Data
- Attendance Data
- Interruptions to Instruction
- Behavior Interruptions
 - What was the class doing?
 - What was the student in question doing?
 - Consequence
 - Was consequence successful?
 - Probably not or you wouldn't bring it to the group meeting
 - Documents
 - Lesson Progress Chart for trends
 - Behavior Referral Form
 - Specific notes



Create Action Plans

Tools for Action Planning Conduct Problem Analysis:

- 1. Has scientifically research-based curriculum been selected?**
- 2. Placement tests administered?**
- 3. Instructional groups by skill need created?**
- 4. Schedule restructured to increase instructional time for intervention?**
- 5. Professional development provided?**
- 6. Instruction started as soon as possible?**
- 7. On-going coaching and PD provided?**
- 8. Student in-program progress and mastery monitored?**
- 9. Attention to details of on-going implementation ensured?**

In Closing....

- Your Questions???
- Our Best Hope: *Our presentations and your thoughts about them will lead to improved results for your students.*
- A GIFT: Two extra slides at the end which could provide productive conversation within your study groups as you wrestle with issues of successful collaboration.
- Best of luck in your work!!

Contact Information

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Dilemma: Study Group Talk

A teacher is verbally negative to each new idea and often blames the students, families, or society for low achievement. Her comments often pull us away from our agenda and prevent us from having a successful meeting. Help! What do we do?

Dilemma: Study Group Talk

I'm responsible for our collaborative data meeting. We have meeting NORMS about coming prepared. I have reinforced these expectations. Yet I have three teachers who consistently show up late without any preparation on student data. Help! What do I do?